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ABSTRACT

Approximately 468 children of migrant agricultural workers in the state of Washington are served in the nine Northwest Rural Opportunities (NRO) day care centers described here. A community organization program was also formed by the NRO system. Ninety percent of the families served are Chicano, and all are below the poverty level. These aspects of the day care program are particularly noteworthy: the trailer facilities (formerly used as mobile units, now permanently located); the educational program for children from 1 month through 5 years of age, which is based on the special needs of migrant children and uses a combination of approaches to adequately prepare the children for public school; and teacher training which insures that new curriculum is introduced efficiently and uniformly throughout the NRO system. Information is presented on the background of the system, basic program (including health, parent education, and community involvement), organization, staff, volunteer help, and budget. An appendix contains samples of the daily schedule, curriculum materials, infant behavior goals, and teacher training materials. (NH)

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DAY CARE PROGRAMS

REPRINT SERIES

ED051907

"WE COME WITH THE DUST AND WE GO WITH THE WIND"

Northwest Rural Opportunities
Pasco, Washington

Principal Author: Linda Elbow

Field Observers: Karen Kriss
Helen Lim

Case Study from Volume II-B

A STUDY IN CHILD CARE

sponsored by

The Office of Economic Opportunity

PS 004861

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE/Office of Education
National Center for Educational Communication

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AT A GLANCE *

THE SYSTEM

9 CENTERS in 6 eastern Washington counties

SPONSORED BY: Northwest Rural Opportunities (private, non-profit organization)

ADMISSION CRITERIA: Parents must fit OEO poverty guidelines for migrant agricultural workers

TOTAL CHILDREN: 468 enrolled/425 ADA (14% infants and toddlers, 86% pre-school)

TOTAL PAID STAFF: 148 (84 full-time) 4,633 hours/week

TOTAL IN-KIND STAFF: 88 (12 full-time) 1,524 hours/week

SYSTEM STARTED: January 1967

CONTACT Child Development Specialist
Northwest Rural Opportunities
110 North Second Street
Pasco, Washington 99301

509 - 547-0521

SYSTEM DISTRIBUTIONS

ETHNIC: Children: 90% Chicano, 6% Anglo, 3% Yakima Indian, 1% Black

Staff: 90% Chicano, 10% Anglo

SEX: Children: 48% girls, 52% boys; Staff: almost 100% women, only men are part-time janitors

OVERALL ADULT/CHILD RATIO: 1 to 3.2

ADULT/CHILD CONTACT HOUR RATIO: 1 to 4.6

FAMILY STATUS: 99% complete, 0.5% mother only, 0.5% father only

PARENT EMPLOYMENT (in-season): 95% employed, 4% unemployed, 1% in school or training

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* All cost figures 1970.

SYSTEM COSTS

TO PARENTS: None

TO THE SYSTEM: $1,509 per child/year, $.58 per child/hour

ACTUAL FUNDING, 1970:

Title IV and State Matching Funds	
Federal	$151,400
State	50,500
OEO	362,600
In-Kind	76,700
	$641,200

NOTABLE ELEMENTS

FACILITIES

EDUCATIONAL PROGRAM

TEACHER TRAINING

TRI-CITIES DAY CARE CENTER*

HOURS (vary depending on the crops): In-season: (March-Sept.) M-F, 4:30 AM - 6:00 PM, 31 weeks
Off-season: (Oct. - Feb.) M-F, 7:00 AM - 5:00 PM, 21 weeks

SPACE (sq. ft. /child): Indoor = 35

TOTAL CHILDREN: 38 enrolled/30 A. D. A. (pre-school)

TOTAL PAID STAFF: 8 (6 full-time) 290 hours/week

TOTAL IN-KIND STAFF: 6 (5 full-time) 202 hours/week

STAFF POSITIONS: Coordinator, Lead Teacher, 4 Teacher Trainees, Cook, Custodian

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*Presented as representative of the 9 centers.

NORTHWEST RURAL OPPORTUNITIES, NOVEMBER 1970

"On the edge of your city you see us and then
We come with the dust and we go with the wind."

"Pastures of Plenty"
song by Woody Guthrie

They come out of the south in the spring, from Texas and California, following the greening of crops north to the state of Washington. They roll into town in battered cars crammed with kids and take up life in the migrant labor camps outside town -- camps which may have one central toilet facility and shacks with no hot or cold running water. They are migrant workers, mostly Chicano, and they are cheap labor. Every able-bodied adult works a full day in the fields until the season is over because the money they earn must last them all winter. Often it doesn't.

They hit Washington in the spring, in time for the asparagus, cherries, beet hoeing and the pea harvest. In June, many families go to western Washington for four to six weeks to pick berries, then return east for the summer's corn, tomatoes, early potatoes, onions, peaches, apples, pears, prunes, late potatoes and the fall's harvest of hops, sugar beets and grapes.

The migrant life is hard on people. Migrant workers live an average of 38 years-- a statistic skewed by the high infant mortality rate. The work is back-breaking, and the life is chaotic. Children are left home alone, with friends, or are taken to the fields to play by themselves or wait in cars through the long day.

NRO with its day care centers and community organization programs is trying to improve this general situation by specific action. There are nine centers (Walla Walla, Othello, Quincy, Tri-Cities,

Moses Lake, Sunnyside, Granger, Toppenish and Whitstran) spread over six counties and tied together by a central NRO administration in Pasco. It's a smooth, efficient and yet human organization. Anglos and Chicanos work together well-- it's not a case of Anglos doing the thinking while Chicanos do the typing.

Louise Gustafson and Phyllis Maltos, her assistant, supply technical support for the day care operations. Louise is child development specialist and has been in this slot since April 1969. She spends about 60% of her time on fund-raising, and 40% on curriculum and staff training. An Anglo, about 40 years old, she came to the project out of public school teaching and represents the best of what that implies. She is up-to-date on new educational techniques and theories and sees the big picture. She knows what something in one area suggests for other areas, and she tries to keep every front covered. She's presently starting a new program to train migrant mothers to run mini-Head Start centers out of their homes when they are out in the migrant stream or back at their winter base in Texas. She is thorough, warm, competent and professional.

Phyllis Maltos is pretty, bright, gracious and in her thirties. Phyllis has been with the program since the beginning. She works hard. She used to be director (they now call them coordinators) of the Tri-Cities Migrant Child Development Center in Pasco and has a good feel for how a center ought to be running. She rides shotgun on the financial end of the day care service and spends much of her time in each center, monitoring staff and program quality, making sure licensing standards are being met, discussing problems, and training center coordinators. She is Chicano and an ex-migrant, and has good rapport with center staffs and the communities.

The office Phyllis and Louise share fairly bustles with purposeful action. It is an idiosyncratically organized mess, with overflowing shelves, stuff stacked on the floor, kids' artwork on the walls, paper

flowers from Mexico jammed into a vase, newspaper clippings of NRO events scattered around, a piñata made in an NRO Cultural Heritage Workshop. NRO headquarters, where they work, is in downtown Pasco, across the street from the bus station, between a church mission and a parking lot -- the street runs on for a block or so of poor residential neighborhood, and there are empty lots all around.

Pasco itself is one of the Tri-Cities (the other two are Kennewick and Richland) situated on the Columbia River near the Oregon border. A few miles downstream the Snake River joins the Columbia for its run to the Pacific. Pasco is surrounded by land reminiscent of California's high desert country (spikey, brittle vegetation), but the rivers and irrigation in the area allow extensive farming. There are green fields, orchards and clumps of shade trees dotting the gently rolling landscape, and the transition from near-desert to green land is graceful.

Pasco is a smallish town with four to six blocks of downtown. The Tri-Cities consciousness is strong, with a new freeway bridge linking Pasco with Kennewick just across the river. All three communities are expanding rapidly toward each other, and there is a lot of commuting between them for work, shopping, dining and entertainment. The mood of Pasco, where 70% of the population is Anglo, is one of a newly arrived-at and hard-won middle-classness. A new road runs out one side of town to service a community college, golf course and country club, an attractive airport and a convention/tourist motel. All the facilities are new and the pride of the community.

Social services for what has now become the working class (Chicanos in agriculture, Blacks and Anglos in other industries) depend heavily on the support of the White middle class. That assistance has been available in the past, and the feeling of doing for others because it's the right thing is strong and quite genuine. In a time of economic slump, however, assistance has fallen off somewhat. Some projects are no longer new and exciting, and the middle class now takes more and more courting for donations and funding help.

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The Tri-Cities Child Development Center is on the edge of Pasco, out an old airport road which ends just past a new low-income housing project. The center is at the end of the road, housed in two trailers on about an acre and a half of land. A railroad track runs close to the back edge of the center's property. Inside one trailer there is a kitchen and classroom area; the other houses an office and classroom. The Tri-Cities center does not have a lot of equipment, but what it has it takes good care of. The classroom area has plants, some pets, kids' artwork, books, toys, little cubbies.

The center coordinator's office isn't really an office at all, just a space inside the door, partitioned off from the classroom, and accessible to everyone. Tri-Cities' coordinator is Hope Pollard, another dynamo and an asset to NRO. She is around 30, very attractive, intelligent and no matter how tired she is, always giving the best of herself. She seems to have limitless energy and is fiercely protective of the center's kids. She's Chicano and an ex-migrant, with good understanding of parents and their problems. She spends a lot of her time helping parents -- picking them up, taking them to medical appointments, driving them around in her own car, greeting parents morning and evening, substituting for absent teachers, supervising her center. She stays on top of her staff and their problems. During the period of our observation, the center was unusually and desperately shorthanded -- the lead teacher was helping our study in San Francisco; another teacher had left to spend her annual leave of absence in Texas; a third teacher had eloped. It is a tribute to both Hope Pollard and NRO that the center was working smoothly and well with a VISTA teacher trainer, one regular teacher, three substitutes with from 0 to 6 weeks' experience, and a teen-age girl who had been an aide for a year.

Despite the absence of three key people, the center was buzzing along. The feeling was relaxed, and the people were competent. With new people in the center, the children were quieter than usual, but going about the day's routine happily. After lunch, the older VISTA

trainer set up cots for naptime. A mother in her first week as substitute teacher related to the kids somewhat shyly at first, then warmed, delighting both herself and the children. She settled down in a corner to watch the children sleep. A three-year veteran teacher was also there. Deadpan, she straightened out a piece of mischief, then tip-toed out to giggle over it with the director, have a cup of coffee and slip off her shoes. By 6 o'clock, grown-up nerves and joints were tired, and the remaining little noses were pressed against steamy windows, dark eyes peering out into the dusk for a set of healights that meant going home. It all starts over again at 7 or earlier the next morning, depending on the season.

NOTABLE ELEMENTS

NRO's greatest resource is the fine group of people it has assembled and the relaxed and effective organization they have fashioned. Three aspects of the day care operation are particularly noteworthy -- facilities, the educational program and teacher training. It is typical of the good planning of this system that new curriculum is being introduced in conjunction with teacher training, so that new concepts are eased into the program efficiently and uniformly, on a system-wide basis.

Facilities

Except for one center housed in the recreation hall of a farm labor housing project (Walla Walla), all centers are located in trailers specially designed for day care. The trailers were commissioned and bought four years ago under a federal grant to provide mobile day care to migrant families. There are 21 trailers (often several are interconnected) scattered over eight sites. Each unit serves about 22 children.

The mobile concept -- inspired in terms of a migrant clientele -- failed for three reasons: (1) it cost a lot of money to move the trailers each time migrant concentrations shifted with crop harvests; (2) moving knocked the trailers around badly, and the feeling is now that if they are moved once more, they will simply fall apart; and (3) moving the trailers created resentment in the migrant community. There weren't enough trailers to serve everyone everywhere, and deployment was determined by where they were needed most. Some communities lost trailers for others to gain, and the losers naturally felt, "Why us? Why not Othello or Pasco -- they hardly use theirs at all. . ."

The trailers were, however, by no means a bust just because they became permanent. They were constructed inexpensively (between nine and ten thousand dollars apiece) and in accordance with state health

and fire regulations. Each trailer measures 60 by 20 feet and meets federal and state space requirements for children. They are clean, compact and legal space in an area where the project had been unable to find decent buildings to convert. (The project, in its early stages, operated in public schools, which were available only during the summer -- part but not all of the intensive demand period for migrant day care.)

Trailer units are adapted for various uses, but generally contain two classrooms, a director's area, storage space, a kitchen and a lavatory (child-sized). Kitchens have typical institutional equipment such as portable or commercial grills, and some have freezers. One kitchen area serves several adjoining trailers; centers with infants have a small kitchen in the infant unit. (Infant centers are also equipped with portable tubs for bathing.) Older children eat in the classrooms at small tables and chairs, and nap cots are neatly stored when not in use.

Much center equipment is built-in, and all trailers seemed clean and orderly -- there is literally a place for everything, and everything is kept in its place. Recent budget cuts have meant that the trailer units get less maintenance. The administration regrets this, but is currently operating at base level, and must accept a certain amount of deterioration. Staff members in each center do what they can.

Educational Program

In the spring of 1970, NRO implemented its own specially developed curriculum for children from one month through five years of age. The curriculum was developed cooperatively by Mrs. Gustafson and two outside education consultants, both female graduate students of child development from Washington State University. One conducted a study to help diagnose and prescribe for the needs of migrant children, using recent work on pre-school intervention education; the other actually developed the curriculum.

The study suggested that NRO's children were (1) unable to see relationships in their surroundings, and thus unable to organize knowledge gained through experience; (2) unable to grasp time sequences, and thus slow to understand step-by-step learning tasks; and (3) unable to use representational thinking. Other research in the field indicated that simple enrichment and an intuitive teaching were not enough to help the disadvantaged child. What was needed was language interchange between child/teacher and child/child. NRO's curriculum is a combination of approaches -- Dave Weickart's principles (Ypsilanti, Michigan), with a theoretical Piagetian base, plus the response elicitation approach of Bereiter and Englemann and Far West Lab (Berkeley). For infant education, NRO uses Ira Gordon's (University of Florida) Intellectual Stimulation of Infants.

The program is conducted in both English and Spanish, and includes four basic areas:

Spatial Relations--the child in relationship to other people and objects in his environment

Temporal Relations--events happening in a time sequence

Seriation--differences in dimensions, size, number, quality, etc.

Classification--grouping different things in different ways for different reasons

The object is to prepare the children adequately for public school -- a frequently and urgently expressed parent concern. The curriculum uses Spanish and Mexican cultural materials extensively and emphasizes group processes and socialization as well as basic learning skills and language development. Some suggested activities

in each basic area for 4-5 year olds are included in the Appendix to this report. (Other sample curriculum materials in the Appendix are part of the Teacher Training program.)

The curriculum, incidentally, cost NRO a grant total of $1,350. The graduate student who wrote it later helped to implement the teacher training program. For every day she received a consultant's fee, she donated at least one more day just out of personal interest and concern.

Curriculum is uniform in all nine centers. For infants, there is a conscious effort to fight the "placid baby" syndrome; the staff want the children to respond and experience positive reinforcement and success. The infant curriculum includes activities such as calling infants by name, touching, moving, and feeling of toys. Ethnically relevant pictures, mirrors, communal playpens, and toys for two are among the materials used. The staff is enthusiastic and effective with infants. They are always talking and smiling at them, showing them their own hands and feet, and playing peek-a-boo with objects. The infants are very happy and active, crawling on the floor and reaching for mobiles and other objects. Toddlers are encouraged to dress and feed themselves and are toilet trained. Observers noted that each infant gets a lot of attention and love. Infant (1 to 3 months) activities are included in the Appendix.

Pre-school classes are grouped by activity, age and English language skills. Occasionally, the staff uses large groups with one teacher in charge and others helping. Each group stays with the same staff members and rotates through activities. Activities are fairly closely scheduled. Temporal relations are currently being stressed. A child will put his own symbol on a board, indicating where he will be and what he will be doing. If he wishes to change his mind, he must formally change his symbol on the board, which helps instill ideas of responsibility as well as time-frame awareness. Children

do not roam at will, but may refuse to participate in an activity. Adults seldom interrupt children while they are engaged in an activity. A sample daily schedule is included in the Appendix.

While children rotate through activities during the day, staying with their teachers, assistant teachers and trainees roam more freely from group to group, and volunteers fill in where needed. Pre-schoolers, like the infants, get lots of individual help, and teachers try to focus attention on one child while others are listening, including them all in her instruction.

There's a rich array of materials available -- Montessori, Peabody (3 centers), Play School, housekeeping equipment, blocks, toys, puzzles, games, all major art supplies. Materials are fairly standardized throughout the system. All centers have tape recorders or record players. In addition, the central office maintains a stock of audio-visual equipment and a lending library of books, records and games. Many of the materials used in the centers are ethnic, since a healthy self-image is considered crucial for child success.

Outdoor equipment in play areas adjacent to the center is usually quite ample, including tricycles, wagons, swings, jungle gyms, boxes, and so on. All playgrounds are asphalted.

Staff members have developed Mexican songs and games for the children. There are flannel-board cutouts depicting Mexican holidays and festivals, films about a Mexican birthday party and Christmas celebration, Spanish books, records, a Mexican Cultural Heritage program, Spanish dances and conversation, and flashcards in Spanish. Ninety percent of the centers' staffs are bilingual, and 70% are drawn from the migrant community.

There are games in all the centers for coordination and perceptual development such as "scoop the ball," "hop toward the spot on the wall," "who can walk across the room quietest" and various games involving listening for and identifying various kinds of sounds. Structured activities include fingerplays, word games, matching colors and objects, and direct letter and number teaching for older children. Language development is carried on all day, in every activity. There are also many singing and dancing games which the staff try to relate to the curriculum, such as songs pointing out body parts, numbers and big-little concepts. All centers also have rhythm instruments for musical activities.

Overall, there is a good deal of teacher-child interaction and carefully directed and structured teaching. Teachers are pleased with the language development program, and so are parents. One parent told our interviewer:

> "When I was in school in Texas, I was sent to the principal when I would talk to my friends in Spanish. Here, our children are learning English, but they are also taught to be proud of their Mexican heritage."

Teacher Training

As mentioned earlier, 70% of the system's staff is drawn from the Chicano migrant community. In the early stages of the project, Chicanos involved were performing menial tasks while Anglos taught, but the system now regards all adults who are in regular contact with the children as teachers. An extensive teacher training program has been instituted, along with the new curriculum, to make sure that Chicanos can move up in the system.

Training is done by Louise Gustafson and a team of VISTA volunteers with child development training, supervised by an outside consultant. The program is broken down into units, each dealing with

a specific aspect of the curriculum and the methods and techniques for implementing it. Every six weeks, teachers attend workshops covering one of these aspects and two associated teaching strategies. Sample teacher training materials are included in the Appendix.

Between workshops, the trainers scatter to the centers to observe and help teachers use the strategies. Mrs. Gustafson feels that all staff, regardless of background, would have to undergo some sort of in-service training as orientation to NRO's curriculum. Since most of the project's staff has had little or no experience with child development and teaching, the training program is particularly important. The system also tries to deal with the uncertainties felt by new staff. Center coordinators, many of them Chicano, make a point of bolstering trainee confidence.

There are other kinds of training offered to system staff:

Staff Training Results

Position		Number of Recipients			Hours of Training per week
		Parents	Com. Res.	Other	
In - Service	Coordinators		all staff		2 weeks and once a month management workshop
	Head Teachers			all staff	2 -3 days a week by teacher trainer
	Teacher Trainers		7		1 all day session once a month
	Cooks		all staff		continuous - 3 workshops in 9 months (1day long each)

About 10% of the staff have been promoted because they have increased their skills. Inside the centers, aides have been promoted to assistant teachers or lead teachers. Some have left the centers to become teacher aides in other schools, secretaries and welfare department para-professionals. When teacher training has been in operation longer, promotions will be more widespread.

In addition, all center cooks and aides attend nutrition workshops four times each year. The system conducts these sessions in cooperation with the Washington State Cooperative Extension Service, Washington State University and USDA Consumer and Marketing Service in San Francisco. In-service training includes menu planning, food purchasing and preparation, and inventorying. This training is handled by the child development specialists who visit the centers regularly to observe and monitor quality.

Mrs. Gustafson is also engaged in a pilot project to train a literate migrant woman to conduct her own mini-Head Start program (6 children) during the off-season. The teacher would operate out of her own home and would move with the children during seasonal waves. This program is funded through a Public Services Career grant and the Office of Child Development.

Technical assistance from OEO has not been a success. OEO contracts with an educational consulting firm to provide grantees with a certain number of man days, but Mrs. Gustafson has been unable to find out what her allotment is and cannot use this resource effectively. Some of the consultants have not been able to make the workshops at the last minute, forcing major planning changes.

NRO's alternative has been to hire its own consultants, which it does, but this is a lengthy process. Each contract must be cleared with OEO, and administrators have had difficulty reaching people in Washington who can approve these arrangements.

A final problem encountered in the training program is described by Mrs. Gustafson this way:

> "One of the goals of our program is to train target area people and then have them move out into mainstream employment, so staff retention is sometimes a problem in reverse for us. That is, we should be having a turnover in staff as we move along in time so that new persons may have an opportunity for training and upward mobility in the world of work. As noble as this sounds, it is not always possible to effect because small rural eastern Washington communities do not offer many opportunities for the employment of trained day care or nursery school workers. We are, therefore, sometimes criticized when we have had some employees for three or four years and have not moved them out into mainstream employment."

NRO's day care operation is about to start a career development program as soon as a suitable educational institution can be found for accrediting purposes. NRO presently assists some staff with GED and other education.

BACKGROUND INFORMATION

History

Before day care services for migrant children were initiated in the NRO area, migrant children received at best casual supervision while their parents worked. If they were left at the edge of the fields, they were unattended except for occasional moments when mothers could break away to take a look at them. The problems of migrant families were dramatically underscored by six infants deaths by suffocation in the fields in the early 1960's.

In the mid-sixties, statewide and local non-profit organizations (among them Washington Citizens for Migrant Affairs -- WCMA) began operating volunteer summer day care programs while applying for OEO funds to stabilize, extend and expand these services. In 1967 OEO suggested that these organizations merge into one system, making distribution and monitoring of funds more efficient for OEO, and allowing economies of scale for the groups themselves. NRO resulted from a merger of WCMA and Washington State Migrant Educational (WSME) programs in 1970.

Meanwhile, in 1966 WCMA received a grant from OEO to build the mobile units. In 1967 they received funds to operate the mobile day care services in several communities including the Tri-City area. Major events during the initial period of operation were land donations for the mobile centers and site improvement consisting of fencing, landscaping, blacktopping, and hooking up to light, water and sewer services. Each center's advisory committee assisted as much as possible in site development. Major problems encountered were funding, construction of the mobile units, and state and federal licensing regulations in some centers, as there was resistance from some local fire and water departments.

The entire NRO organization and its predecessors, WCMA and WSME, were originally funded under Title III-B. In 1968, priority in this category was shifted from day care to economic development and adult education, and day care funds were substantially reduced.

NRO's day care operating budget was cut from some $483,000 in 1969 to $383,000 for 1970. Had the project not gotten state funds, four centers would have been closed. In 1969, six centers ran out of money. Four did have to close a month or more early, and two managed to operate through another source of funding. The operation is currently maintaining its required staff/child ratio, but has had to drop administrative, kitchen and maintenance personnel to do so.

Community

The area served includes six counties in eastern Washington. The centers are all located in small rural towns. Ethnic composition of the overall area is 70% Anglo, 20% Chicano, 5% Black, and 5% Yakima Indian. Incomes in the six-county region are low-- 40% of the families earn $4,000 or less a year; 58% are between $4,000 and $25,000, with the remaining 2% above $25,000.

According to local sources, the major problem facing the community is poverty. The state of Washington is currently in a severe economic slump with an 11% unemployment rate, the highest since World War II. There is some seasonal fluctuation in unemployment due to migrant work-- the Green Giant Company is a major agricultural employer-- but the most recent fluctuation is due to other major employers, namely the lumber and aerospace industries which are having trouble because of interest rates and cut contracts.

There are six private day care centers in the area which operate on parent fees and serve children from 3 to 6 years of age. There are four Head Start programs, and one program for 30 children run by the

Washington Association for Retarded Children. The need for day care still exists; Mrs. Gustafson estimates that NRO is not meeting half the need of the migrant community alone. Moreover, the rest of the community needs and wants day care, and there is some resentment among Anglos that the migrants have this service. Many migrants understand this resentment, and would like to see the service broadened too. One parent told an interviewer:

> "I know that the OEO guidelines say that 50% of a parent's income must be earned from agriculture. But that keeps any Blacks or Anglos out of our center, because in this particular area, only the Chicanos work in the fields. I wish that the center had these other races too. I don't want my sons to grow up with any racial prejudice."

Parents

Ninety percent of NRO's families are Chicano, all of them below poverty level. Six percent are Anglo, 3% are Indian and 1% are Black. Center families average six children. Most families earn between $1,500 and $3,000-- below what would be considered poverty level for their size.

Most migrant families are complete families. This fact presents a problem, since the state of Washington is concentrating funds on one-parent families. Also, funds formerly available from the Department of Public Assistance to provide foster homes for infants are no longer available. In its first year of operation, NRO funded 400 day homes; funding cuts caused them to drop 200 homes the second year. In 1969 and 1970 they have been unable to fund any homes.

Family status and employment statistics are included in the At A Glance chart at the front of this study. Fifty percent of the agricultural workers are eligible to use the centers.

Center parents are poorly educated. Ninety percent of them have a sixth grade education or less; the remainder terminated their formal schooling between seventh and eleventh grades.

The system accepts eligible children on a first-come, first-served basis, with center coordinators reviewing applications. Formal guidelines for admitting families to the center are the following:

1. Families must gain at least 50% of their income from agricultural work (includes packing, picking, truck driving, etc.).
2. Families must have more than one employer per year (OEO's definition of migrant).

3. Families must be poverty level or below.

The second stipulation, in particular, has presented problems. As migrants move out of the migrant stream, their children become ineligible for day care, which remains a critical need nonetheless. There have been some instances where fathers have left full-time jobs in order to keep their children in education programs at the centers. According to Mrs. Gustafson, when a family's children are not in a center, that family is more likely to re-enter the migrant stream and begin moving around again.

BASIC PROGRAM

Education

This aspect of the program has been discussed under Notable Elements.

Food

Each center has a full-time cook. USDA requires that the centers meet the minimum daily nutritional requirements of children in order to be reimbursed, and center coordinators work with the cooks to plan menus fulfilling USDA standards. Common problems among NRO's children are malnutrition and anemia, and the center menus are designed to counteract these deficiencies.

Infants are fed on demand with attempts toward a schedule. For older children, the routine is breakfast, morning snack, lunch and afternoon snack. Children cannot help themselves between meals. Ethnic foods are served at least once a week in all centers and usually more often. A sample menu is included in the Appendix.

Meals seem relaxed and happy, adults sitting with the children at small tables, eating and chatting. Older children help serve, set the tables and sometimes help prepare foods. Spills are not traumatic; children make a point of not laughing at or teasing someone who has knocked over his milk, and they help each other mop up after themselves.

The project reports no major problems in its nutrition program.

Health

NRO requires physicals soon after entrance for the children.

These physicals are donated by area doctors, and there has recently been some drop-off in donated time. Center coordinators spend part of their time drumming up help in this area. Public Health Department personnel are used for vaccinations, immunizations and hearing tests. The most common health problems among the children are anemia, parasites and malnutrition.

A number of different organizations may cooperate on a single case. Through a DPA program for the blind, a child received eye surgery, and a local Latin American association then provided eyeglasses. This effort and many others like it are coordinated by NRO child development specialists and the child's center.

A dental hygienist from the State Department of Health examines teeth and makes necessary referrals. Some centers hold their own evening clinics for children, and have had 100% participation from parents.

All centers have consulting MD's on call. A Licensed Practical Nurse, an RN or teaching staff -- it depends on the center -- give each child a routine inspection every morning. (All centers with children under 2-1/2 must have an RN present for at least 16 hours per week and where infants under one year of age are cared for, an LPN must be present the rest of the time, under state regulations.) Children who seem in questionable health are sent home with their parents or isolated from the rest of the group until parents can come for them.

Health records are kept for each child at his center. These are given to the parents before they depart for new points in the migrant stream.

Transportation

Transportation by car was offered the first year of operation, but was too expensive. When funds were cut, this service was abandoned and parents now take their own children to and from the centers. Some

center coordinators pick up a few children in their own cars; at the Tri-Cities center, the coordinator also makes daily runs between her center and a local public school for children attending half-day kindergarten.

Deliveries and pick-ups are routine and friendly-- at least one staff member is on hand at the door to greet kids and chat with parents, often in Spanish. Average distance most of the Tri-Cities children travel is one to two miles each way, although some live as close as the housing project just across the road, and others come from ten miles away.

Transportation is a problem in some areas where the labor camps are far from town. For example, in Pasco there are 20 children some 17 miles out of town who cannot use the center. There is no public transportation in the area.

Social Services

The larger NRO organization offers five programs: tuition support, adult education, self-help housing, economic development and day care (child development). The centers themselves, therefore, offer few direct social services to parents, since the main NRO organization does much of this work. (In addition to the four major services, there are NRO programs for job training and placement.) Centers refer parents to NRO programs and to other community agencies.

Most outside agencies do not have bilingual staffs (center and NRO administrators do interpretation and translation), and center parents often encounter long waiting lists and poor reception services. Most commonly used social services are Department of Public Assistance for medical cards and food stamps; NRO for emergency food money; employment security; general health clinic; NRO job placement and training;

city housing; and social work services through churches and private agencies. Other referrals are to maternity and child health services, nutrition services and welfare offices. Some follow-up is done, and a great deal of information is exchanged informally at the centers when parents pick up and deliver their children.

Job Training

The centers themselves do not have job training but, as mentioned previously, NRO does.

Parent Education and Involvement

Staff/parent meetings are held monthly, and guest speakers are often invited to discuss nutrition, infant care, homemaking, general education and other topics. Center personnel often lead these sessions as well. The meetings are always held in Spanish. If there are some people who speak only English present, the meeting is translated for them. About 25% of the parents participate in these meetings. NRO staff feel that parents are learning more about the resources in their communities and are becoming wiser consumers. While the majority of parents are content to attend monthly meetings or remain uninvolved, there is a core who are very concerned with and active in center activities.

At the local level, each center has an advisory committee composed of 51% parents and 49% community members, according to NRO and Federal Interagency Day Care regulations. Parents may make suggestions which they tend to do in a general fashion. Sometimes, however, parents' suggestions are specifically directed. Suggestions mostly center around the language and cultural heritage programs. Parents have ousted some staff they did not feel were good, and they can change center hours to meet their needs. For instance, during the asparagus harvest, Tri-Cities opened at 5 AM in response to parent wishes. Parent requests are honored as often as possible.

The advisory committees arrange and plan general parent meetings in which information on children's activities is passed on to parents, along with information on credit, social security, medical care and cancer detection and other services. Hopefully, the system will soon have a VISTA Outreach worker to assist parents. As of now, center coordinators try to link home and school.

Parents also may serve on the higher boards in the NRO organization. Both the NRO Board of Governors and the four area councils are required by NRO policies to have 51% agricultural workers and 49% community members serving on them. (These are discussed later in Organization.)

Many parents were involved in the original site work required for each center, and at most centers, parents continue to work at painting, minor repairs, playground and site maintenance, and so on. Many parents work as teachers or volunteers in the classrooms. Parents often hold fund-raising events to buy equipment or to finance special experiences for their children.

According to Mrs. Gustafson, the amount of parent involvement depends directly on the willingness of center coordinators to encourage it. Some coordinators work diligently at it and get results, while others do not and get involvement only on advisory committee matters concerning personnel.

Community Involvement

Both professional and other community members are involved with the program. Professionals in the health field donate their time and services to the centers. Community members serve on advisory committees and work in the centers as volunteers (more detailed description of these volunteers is included in the Organization section which follows).

NRO has also been assisted by various women's and church groups, whose cooperation is termed excellent. They have drummed up contributions from the community-- clothes and toys, books and blankets-- which the program badly needs. NRO headquarters handles fund-raising, community relations and publicity for all the centers. Mrs. Gustafson describes herself as a scavenger; she and other system personnel spend a good deal of their time soliciting needed equipment and funding from the local community.

ORGANIZATION

Policymaking

The region NRO serves is broken into four areas, called Area 1, Area 2, and so on, with four program accounts -- child development (i.e., day care), housing, economic development and adult education -- for each region. Overall supervision is by NRO's board and an executive director.

NRO's Board of Governors is legally responsible for day care and the other three accounts. This board is made up of 15 members, eight of whom are agricultural workers, and seven representatives of the community. Seven are chosen through the vote of the membership of NRO; the other eight are chosen from the four area councils (two from each). Board terms are set so that five members serve five years, five serve three years and five serve one year.

The four area councils are also composed of 15 members each with a similar composition between target population and representatives of the larger community as the Board of Governors.

All four NRO accounts are organizationally subordinate to a director of technical assistance, but this position is currently vacant, and we were told it was not satisfactorily administered in the past. The specialists in charge of each program seem to be fairly much their own bosses. They work cooperatively with the NRO board, the executive director, the program operations director, area managers and the administrative support director (their accounting resource) and each other, often sharing equipment and ideas. Communication seems to be free-flowing up and down the structure.

During the past year, NRO has added four area managers to work with the area councils. The area managers are considered the administrators of all program accounts in their area, receiving technical assistance from the specialists when needed. Mrs. Louise Gustafson is in regular contact with these managers, both formally and informally, and feels this decentralization has given all programs tighter quality control. Because the area managers are closer to and more involved with local communities on a day-to-day basis, more local control is being exercised. The local area level was formerly the weakest link in the organization, and it is now emerging strongly.

As mentioned previously, each center has an advisory committee which has control over personnel and is responsible for hiring everyone except the center coordinator and lead teacher. The final selection of these two is made by the area manager, child development specialist, operations director and the area council chairman. The size of each advisory committee varies with the by-laws of each center.

Planning--Some parents participated in the original program planning for their center. The child development specialist is now responsible for planning the overall curriculum.

Budgeting--The goals and priorities for OEO funding are set by the advisory committees and the area councils. These goals are presented to staff for suggestions, and a proposal is then written by the specialist on the basis of them. The NRO Board of Governors approves proposals. For non-OEO funding, requests are initiated by the central staff; Mrs. Gustafson feels this is one of the major responsibilities of system management.

Staffing--The center coordinators hire and fire in consultation with the personnel committees of the advisory committees and with the area manager. Staff salaries were originally set by the personnel committees and are now being revised and raised slightly.

Operations--There is a director of program operations for all NRO programs. Within the child development program, the child development specialist is responsible for establishing the overall curriculum, with suggestions from teachers, coordinators and parents. Each teacher sets the daily activities for her own class, following and choosing from the prescribed curriculum.

Staff Organization

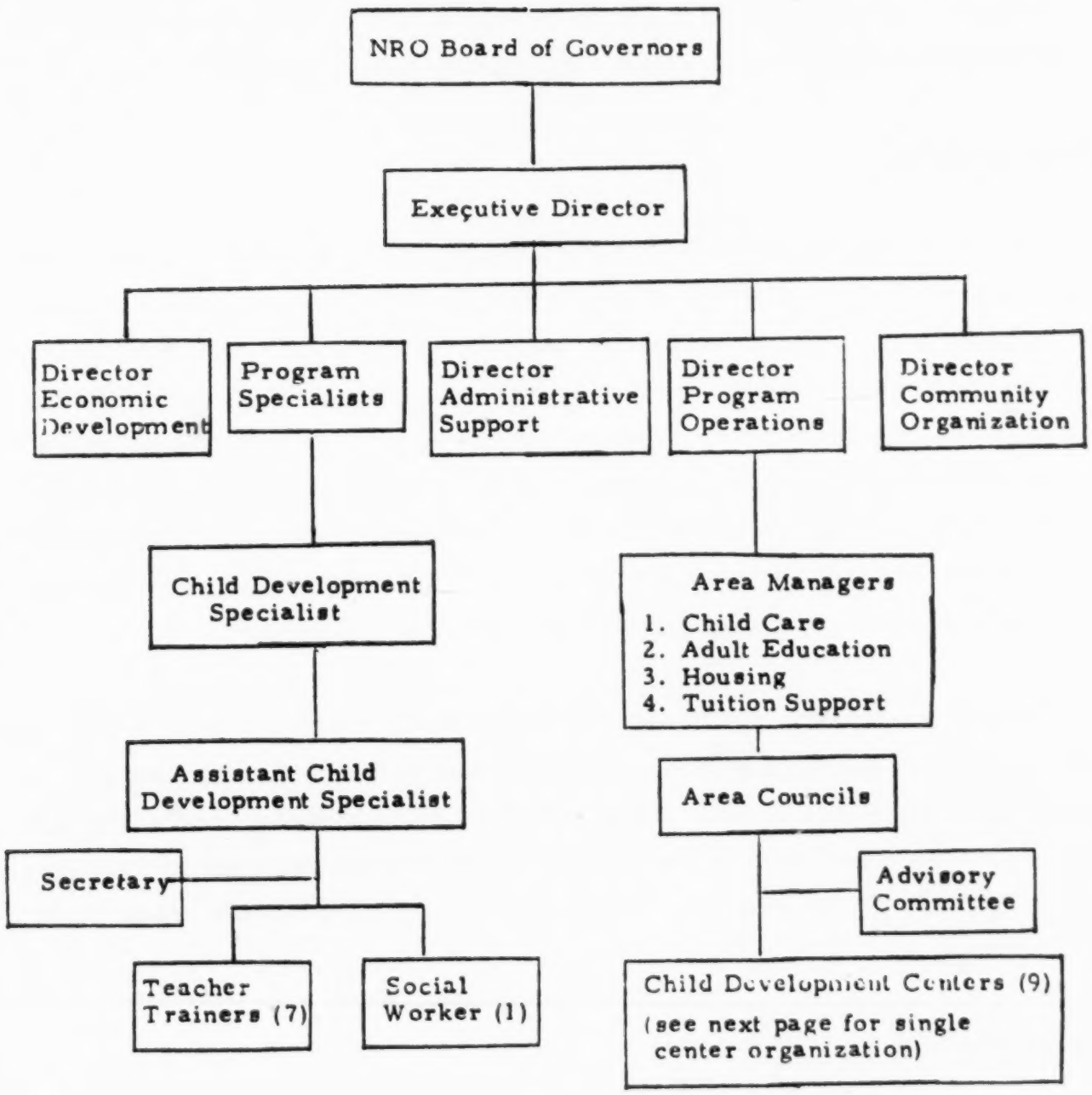
The area manager heads all NRO projects in a given region. The child development specialist is in charge of planning the overall curriculum for all centers. Her assistant is largely responsible for administration, budget proposals and licensing requirements. Center coordinators are engaged in local community and parent relations and administrative work, but may substitute for teachers and do a variety of other work to ensure that their centers run smoothly. The lead teacher in each center is responsible for implementing the curriculum and supervising activities. She is helped by assistant teachers, trainees and volunteers.

The most striking quality of NRO's staff is that it is 90% bilingual. Staff seem to have good relationships with each other and with center coordinators. They are able to relate well to the children, and although the one center we observed in depth was experiencing teacher shortages, this is not typical of the system. Staff turnover, for reasons mentioned earlier, is low.

Staff Meetings and Records

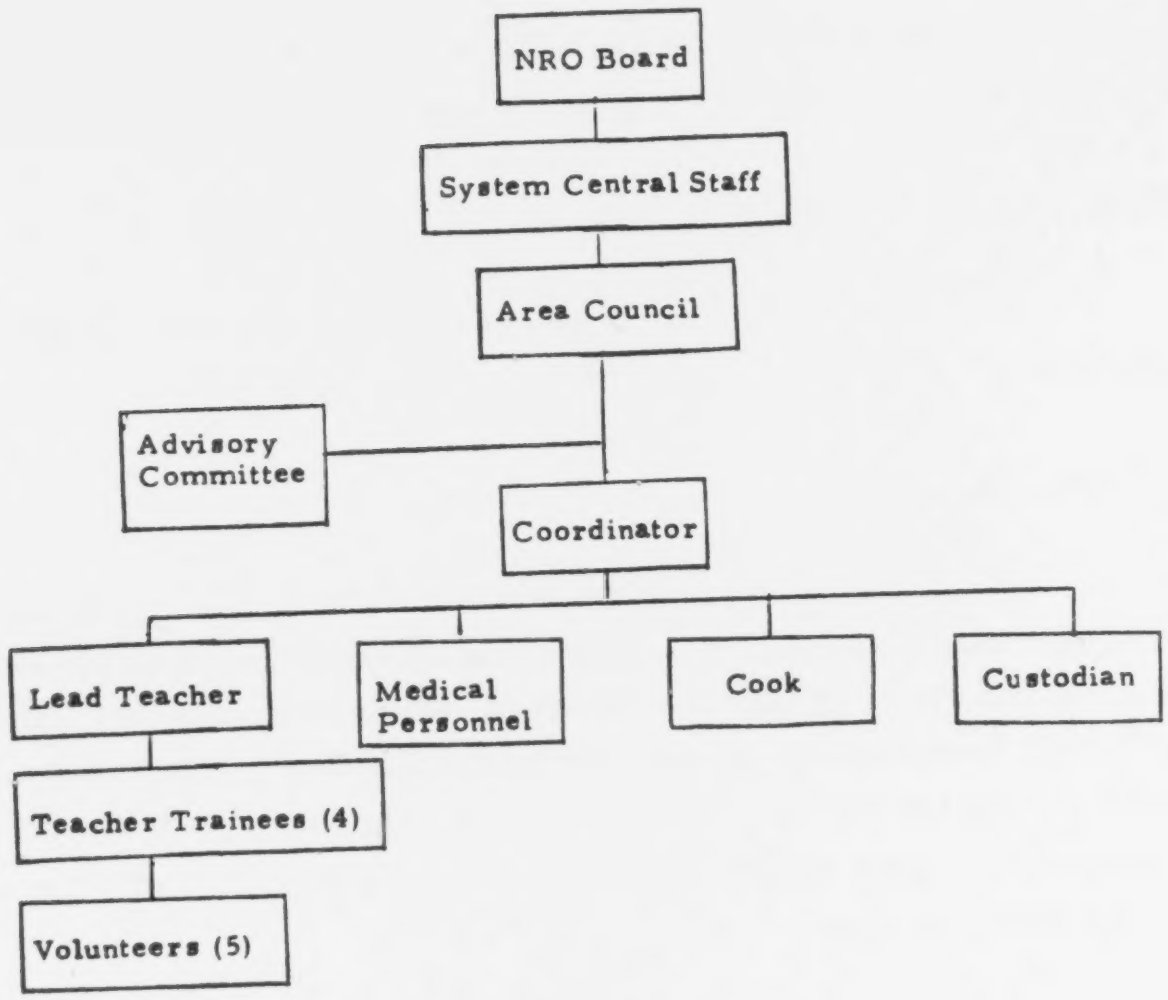
Staff meetings held once a week include the center coordinator, lead teachers and assistant teachers; sometimes two meetings are held weekly, with half the staff at each session. They discuss children's problems and changes in rules or policies. A social worker may attend these meetings to contribute her knowledge of a specific child or family.

NRO CHILD DEVELOPMENT ORGANIZATION CHART



TRI-CITIES CHILD DEVELOPMENT CENTER

ORGANIZATION CHART



Staff also meets with the coordinator individually, as needed. Center coordinators meet once a month at a NRO training workshop.

Staff write anecdotal progress reports for each child, covering social interaction, health habits and language development (required for funding by OEO and the state). They also record muscular development, particularly for infants. Children are tested for each 3 units studied in a pre- and post-test structure, to find out where difficulties lie.

Staff Development and Training

Teacher training has been described in the Notable Elements section.

Volunteers

The program uses volunteers extensively during the summer months when it reaches maximum enrollment. Particularly helpful are high school students called "Swingers" who are paid by the Department of Public Assistance. About fifty work full-time in the summer, and a few work during the winter. The project is very happy with the high school Swingers -- "they relate beautifully to young people," was the comment of one administrator.

Other volunteers are drawn from the Neighborhood Youth Corps, and some are college students (study-connected or volunteers) and community people. All volunteers receive the same kind of in-service training the staff does, since they have extensive contact with children. They are used for individual attention and aide-type jobs, in order to free teachers for group instruction. As mentioned earlier, VISTA people conduct teacher training, and area doctors volunteer their services.

The entire NRO organization struck our observers as very efficiently administered, with all programs and directors cooperating with

each other. Because of the OEO requirements regarding composition of advisory committees, there is a good deal of representation and participation from community and parents. In addition, communication up and down the system seemed relaxed and effective.

Information for the director's Time Use Chart was not available.

NRO'S DAY CARE SYSTEM STAFF ROSTER

STAFF POSITIONS	Hours/Week (Av. Position)	Child Contact Hours/Week (Av. Position)*	OVERALL PAID STAFF PROFILE
Total Staff (236 - 154 full-time equiv.)	6,157	4,405	
Total Paid Staff (148 - 116 full-time equiv.)	4,633	3,090	Insufficient Data for Overall Staff Profile
System Central Office (9 - 8 full-time equiv.)	333	N.A.	
CHILD DEVELOPMENT SPECIALIST	40+		
ASSISTANT CHILD DEVELOPMENT SPECIALIST	40		
TEACHER TRAINERS (3)	120 (40)		
SOCIAL WORKER	40		
SECRETARY	40		
ACCOUNTING PERSONNEL	40		
FISCAL OFFICER	13		
Local Center Staff (139 - 108 full-time equiv.)	4,300	3,090	
COORDINATORS (9)	360 (40+)	90 (10)	
LEAD TEACHERS (9)	360 (40)	324 (36)	
NURSES (2)	80 (40)	72 (36)	
NURSES (3)	60 (40)	51 (17)	
L.P.N.'s (2)	80 (20)	80 (40)	
L.P.N.	20	20	

NRO'S DAY CARE SYSTEM STAFF ROSTER* - (continued)

STAFF POSITIONS	Hours/Week (Av. Position)	Child Contact Hours/Week (Av. Position)
ASSISTANT TEACHERS (3)	120 (40)	108 (36)
TEACHER TRAINEES (42)	1,680 (40)	1,512 (36)
TEACHER TRAINEES (50)	1,000 (20)	850 (17)
COOKS (9)	360 (40)	45 (5)
CUSTODIANS (9)	180 (20)	18 (2)
In-Kind Staff (88 - 38 full-time equiv.)	1,524	1,315
SWINGERS (50)	461 (40 av. summer)	415 (36 av. summer)
NEIGHBORHOOD YOUTH CORPS (25)	231 (40 av. summer)	208 (36 av. summer)
	346 (20 av. winter)	260 (15 av. winter)
VOLUNTEERS (12)	480 (40)	432 (36)
MEDICAL SERVICE PERSONNEL	6	-

OVERALL PAID STAFF PROFILE

Insufficient Data for Overall Staff Profile

*Estimated

NRO TRI-CITIES DAY CARE CENTER STAFF ROSTER

STAFF POSITIONS	Hours/Week (Av. Position)	Child Contact Hours/Week (Av. Position)*
Total Staff (14 - 12.3 full-time equiv.)	492	370
Total Paid Staff (8 - 7.3 full-time equiv.)	290	188
COORDINATOR	40+	10
LEAD TEACHER	40	36
TEACHER TRAINEES (3)	120 (40)	108 (36)
TEACHER TRAINEE	30	27
COOK	40	5
CUSTODIAN	20	2
In-Kind Staff (6 - 5 full-time equiv.)	202	182
MEDICAL PERSONNEL	2	2
VOLUNTEERS (5)	200 (40)	180 (36)

OVERALL PAID STAFF PROFILE

Education:

College Experience	2
High School	4
6th Grade or Below	2

Sex:

Male	1
Female	7

Ethnicity:

Chicano	6
Anglo	2

Parents of Project Children: 0

HOW RESOURCES ARE USED

On the next page is the functional breakdown of the way 1970 - 71 income (shown in At A Glance) will be used. The In-Kind column may include one or more of the following types of donations: materials, facilities, underpaid labor, volunteer labor, and labor paid for by another agency.

For the sake of clarity, expenditures are divided into four categories. Together, the first three make up basic child care costs:

I. STANDARD CORE

This category shows costs commonly incurred in day care operations:

A. Child Care and Teaching--personnel, curriculum and general classroom supplies.

B. Administration--personnel, equipment depreciation, office supplies, staff travel, telephone, insurance, audit.

C. Feeding--personnel, food stuffs, other food related expenses.

II. VARYING CORE

This category shows costs which can be assumed either by operators, or by parents, or by both:

D. Health--personnel, supplies, health related services.

E. Transportation--personnel, operating expenses, maintenance, insurance.

III. OCCUPANCY

Because occupancy costs vary widely, they are shown separately. Included: rental value of property, utilities, taxes, property insurance, custodial personnel and supplies.

IV. SUPPLEMENTAL SERVICES

This final category shows program enrichment elements above and beyond basic care which have significant dollar costs or revenues associated with them.

NRO ESTIMATED $ AND IN-KIND EXPENDITURES 1970 - 71*

SUMMARY:	% of total	total cost	cost/child year	cost/child hour	Personnel costs make up:
Standard Core	77%	$492,800	$1,159	$ 0.45	81% of $'s
Varying Core	6%	36,500	86	0.03	77% of In-Kind
Occupancy	12%	78,000	184	0.07	80% of Total ($ + In-Kind)
Supplemental	5%	33,900	80	0.03	
TOTALS	100%	$641,200	$1,509	$ 0.58	

*costs to nearest $100, % to 1.0

		% OF TOTAL	TOTAL	=	$ COST	+	$ IN-KIND
BASIC CARE	I. STANDARD CORE COSTS						
	A. Child Care and Teaching	44%	$283,800		$231,300		$52,500
	B. Administration	18%	113,200		112,500		700
	C. Feeding	15%	95,800		89,100		6,700
	II. VARYING CORE COSTS						
	D. Health	6%	36,500		31,200		5,300
	E. Transportation	-	-		-		-
	III. OCCUPANCY COSTS	12%	78,000		66,500		11,500
	IV. SUPPLEMENTAL SERVICE COSTS						
	F. Career Development (Teacher Training)	4%	25,500		25,500		-
	G. Social Service	1%	8,400		8,400		-
	TOTALS	100%	$641,200 (100%)		$564,500 (88%)		$76,700 (12%)

IN CONCLUSION

It seems reasonable to let parents speak about the impacts they have observed on both their children and their family lives, and to let staff speak for themselves:

What parents like for their children:

> "The structured activities are good--they let the children know they have a responsiblity to the teachers. My kids are learning to communicate with my husband and I at home." "The methods used at the center are the best--the language development program is excellent." "I was told about Head Start also, but I felt this program was better."
>
> "He is learning to read and write his name, and he can do numbers. The English and Spanish program is good." "Our son studies, plays games, sings, dances, colors, eats, sleeps, he shares, he has learned English and he has been trained to go potty." "He will grow up confident."
>
> "The teachers are the best-- they have patience, intelligence, and they really work with the kids." "I like the teaching-- especially the manners. He has learned so much at the center. I feel good about this center."
>
> "Both English and Spanish are important. He likes the trays where food is separated." "She has learned a lot. She tel s us all about school. She is learning the English language and good manners. She eats more and is interested in what she eats."
>
> "She draws, sings, rests, plays, learns to get along well with other children, learns better Spanish and English." "My kids are making progress." "The English and Spanish is good." "They seem to be easier to get along with and they understand better what they should and should not do." "It's good that both Spanish and English are learned. The children are fortunate to have so many teachers."

What parents like for themselves:

> "I like it because it's open for the hours it is. I don't have time to help them." "I only have to feed them in the evening--

with nine kids, it helps. Also, I can make dinner during the day so I can go to parent meetings at night."

"I would have to spend $3 or $4 a day for a babysitter. Now I also have time to clean the house." "We are on the advisory committee, and help with maintenance problems, choose staff, and make decisions about when the center opens to help all the parents. We have more freedom for jobs and more peace of mind."

"There are paid day care centers and babysitters, but nothing as quality as this center." "I've gotten job information from the center." "With our sons in the center we now earn $100 more a month and have paid off our bills. We are also more involved in their education."

"This center takes care of my child before and after kindergarten classes. I can work because my child is taken care of." "I have more time to do the things I have to do. I've gotten job information from the center, but I can't use it because I still have a baby at home." "I'd have to spend $2 a day minimum for a sitter. Now I can do housekeeping while he is taken care of."

"I like the hours. It gives me time away from them and it gives them time to be with other kids and away from me." "The center adapts its hours to the needs of parents who work in the fields." "More people should take advantage of programs like this one."

What parents don't like or would like to see:

"Sometimes there are not enough parents at the meetings to make a decision-- so many parents are not involved." "One teacher goes to Texas every winter and when she comes back to the center in the spring she gets her job back-- there are people in the community who could do that job year-round.

"I'd really like to see Pasco get an infant care center." "Some parents take the program for granted or don't want to get involved-- others are just lazy." "If a kid has a tantrum, he should be licked-- they don't spank kids at the center."

"We'd like to see Anglos and Blacks in the program, a more racially balanced program. Also, it would be good if parents could pay a small fee once they could afford it, but OEO guidelines don't permit it. More flexibility in the contract with OEO would help."

"The staff changes so frequently-- especially now." "It would be nice if the center had more teachers. Also nice if Pasco had infant care."

What the staff has to say:

"A good teacher has patience, responsibility, good character and must love the children." "These children need confidence, to feel the same as White children, to say they are proud to be Mexican-Americans." "For the older children we encourage good manners, better Spanish-- we also encourage children to be children."

"I give a book or a piece of candy to children who speak correct Spanish." "These children will not be afraid to speak to other people. Hopefully, they will like school and be sociable."

"I'm going to work here many years." "By helping in this program, I have experience to work in other schools-- before I taught 3rd and 5th grades in Mexico." "A good teacher needs to have sensitivity, affection for children, patience, enthusiasm, involvement and flexibility."

"I reward children with praise, encouragement, physical contact-- not materially." "Parents often make suggestions that are useful. They are on all board levels, although this doesn't include all parents. The more involved they become, the more interest is generated."

"This community needs more day care, infant care, follow-up education for Mexican-Americans and a program for older children." "We need more money."

"Our children need security, love, affection-- emotional stability. Also there's a need to achieve, to speak English well. They need nutritional balance and medical attention."

"To me, a good teacher has a happy disposition, is quiet-spoken, patient, understands the needs of the children, and can tune in to individual problems." "The kids I have need to learn and understand the language, develop attention spans, learn to walk and talk quietly during classtime, and adjust to time schedules."

"I encourage attentiveness, learning to listen, feeling secure, keeping hands to themselves, expressing themselves, sharing, taking turns. Loud voices and destructive behavior are discouraged." "We're doing the best with what we've got." "The language development program is rewarding-- you can see accomplishments." "Sometimes we're short of staff, and it's difficult."

NRO's program is obviously child development oriented rather than simply custodial, and it was the opinion of our observers that the program is a high quality one. This judgment was shared by the staff members and parents interviewed.

At the basic care level, all elements were present and effectively handled: protection, health care, nutrition, tender loving care and general stimulation of mind and body. Moreover, the centers were providing a rich mixture of program elements to meet many of the developmental needs of children, staff, parents and community.

For children:	bilingual education; specially designed curriculum for migrant child needs; self-image enrichment; skill teaching for self-reliance; communication; peer cooperation; cross-cultural appreciation;
For parents:	chance to work; awareness of adequate care for child; flexible hours to meet migrant needs; direct NRO services and referrals to other assistance; parent decision-making; parent social events;
For staff:	in-service support; advancement through training; employment for migrant community; adequate pay;

For community: significant volunteer opportunities; better understanding of migrant community and problems through participation; information flow about center activities through media.

The NRO system is providing quality day care for hundreds of migrant children, and attempting to help the whole migrant family through its own extensive programs and other social service referrals. It's an efficient and yet warm organization whose greatest resource is the people, Chicano and Anglo, who work so hard to provide good service to children and parents alike.

APPENDIX

The appendix consists of illustrative materials drawn directly from the centers. Included are:

Sample Daily Schedule

Sample Curriculum materials

Sample Infant Behavior Goals with Chart

Sample Curriculum Materials

Sample Teacher Training Material for Toddlers

Sample Teacher Training Unit on Seriation

SAMPLE DAILY SCHEDULE FOR WINTER

7:00 a.m.	Children arrive and are greeted, health checks performed, children pin up name cards to show which activity area they will play in
7:30 a.m.	Breakfast is served
9:15 a.m.	Children go with specific age groups to class, have juice, fingerplays
9:30 a.m.	Structured activities -- language development, numbers, stories, discussion or arts and crafts
10:30 a.m.	Bathroom and toothbrushing
10:45 a.m.	Circle time -- fingerplays, singing, body movement
11:00 a.m.	Outdoor play -- sometimes structured
11:45 a.m.	Wash up and lunch
12:15 p.m.	Lunch clean-up and bathroom, kindergarteners go to public school, others get ready for nap
1:00 p.m.	Naps, teachers meet, make lesson plans while children are supervised by trainees and volunteers
3:00 p.m.	Quiet activities for returning kindergarteners; children are getting up
3:30 p.m.	Free play, children are picked up
5:30 p.m.	Center closing up, staff member stays until last child picked up

SAMPLE CURRICULUM MATERIALS

SPACIAL RELATIONS

AGE GROUP: 4-5 years
Week: 6th week

I. Body Awareness
   A. Name and identify parts
   B. Functions of parts
   C. Awareness of self and others

II. Words of position

LANGUAGE INVOLVEMENT

arms length/foot step/thumb size/heel/toe/hand size/head size/waist/measure/stretch/ put out/beside/touching/not touching/behind/around/point/ lie/over/throw/roll/in front of/ close/farther away/

SUGGESTED ACTIVITIES:

a. Have the children construct head bands, hats, rings, belts for becoming aware of their head size, thumb size, waist. Compare the length of the different parts of the body by using the measurements from their head bands and rings. Words to use: measure, head size, waist, thumb size, hand size, around.

b. Play circle games such as Hokki Pokki and give the children the direction to stand at arms length. Show them how you get arms length, by touching arms to shoulders. Words to use: touching, not touching, arms length.

c. On the cement outside or in the dirt have the children draw a circle that is arms length from a certain point. Have the child sit on the point and reach as far as he can to draw arms length. Use chalk for cement areas, or a stick on a dirt area.

d. Play an action game, such as Captain May I----Child takes the number of foot steps the teacher tells. You add interest to the game by having the child take "giant steps", mouse steps, rabbit jumps, and others. Have the game end when interest begins to lag.

e. Use the words behind, in front of, and beside with picture books. Use the "I'm thinking of something game", and begin by telling some clues and having the child tell where it is. This is not an easy game, as you are using pictures instead of real objects. But the children have been using their bodies and real objects during the past six weeks with these three words.

f. Use the action words roll, throw, and lie in outdoor activities with playing catch, throwing into a bean bag, or bowling over plastic soap bottles; use the words close and farther away to help children get in position.

TEMPORAL RELATIONS

Age Group: 4-5 years
Week: 1st week

A. BEGINNING AND ENDING OF TIME INTERVALS
   1. Body movements
   2. School routines
   3. Products

LANGUAGE INVOLVED IN LESSON:

time to_____ / first/ last/ go/ stop/ start/ finish/ hello/ good morning/

SUGGESTED ACTIVITIES:

a. Decide upon an activity, for example skipping. The children start skipping when you say go, and stop when you ring the bell. Children also like mechanical gadgets like timers. The word go can be the signal for many kinds of activities, and the word stop can be end.

b. Beginning an activity in the morning and finish it in afternoon. An example would be mix a batch of cookies in the morning, using the words start and morning. Then tell the children we will finish it, baking them in the afternoon. Have the children help put the cookies on the cookie sheets, and eat some of them that afternoon. Ask the children, "What are we going to do in the afternoon? Finish making the cookies. When will we finish making the cookies. Finish making them in the afternoon. When did we start making the cookies? We started in the morning. What did we do this morning? Start making cookies.

c. Other activities that will work well for this are: Making a paper hat. 1. Color the paper in the morning. 2. Staple them into a hat in the afternoon.
Making a picture: Paint in the morning. 2. Put the fastener on it in the afternoon. (The need to dry is important here.)

d. When children begin a play activity, that is the start. They must understand that cleanup is the stop or the finish of play.

e. Take a walk downtown with stop and go signs.

f. Use stop and go traffic signs with the wagons and tricycles.

g. Use the game ring around the rosy to teach first and last. First we go around, and last we fall down. The game is fun for them, so they will be happy to play it several times.

h. Use the song "Old MacDonald Had a Farm" for first and last. "Old MacDonald has a farm EIEIO. And on his farm he had a Dog, EIEIO. With a bow-wow here, and a bow-wow there, EIEIO. And on his farm he had a cow, EIEIO. With a moo-moo here, and a moo-moo, there, EIEIO.
Use two pictures on the wall to help the children remember. Place the first picture on the left, and the last picture on the right. Ask the children, which animal did he have first? Which animal last? When did he have the dog/ When did he have the cow?

i. Change the song to Old Mrs. Jones had a house, and give two pieces of furniture. Use the actions--sit/sit; and lay/lay. Ask the same kind of questions about first and last.

j. Give each part of your day a name. For example: Health check, Play time, clean up, snack and circle time, play time outside, washup, and lunch time. Refer to the times by name and keep the same schedule for about three weeks at least. Warn children that an activity is almost over by saying "It is almost cleanup time. I will tell you when to start." Then give the child about three minutes, and tell him it is time to start. A slow child should be warned a little sooner to give plenty of time.

k. Talk about what we do in the morning--dress, eat food called breakfast and come to school. Books and pictures can be used for this also. Repeat the activity where children tell the story, and the teacher writes it down.

l. Talk about what animals do in the morning, especially baby animals.

j. Use the health check time as a beginning time for you, stressing a hello or good morning to each child.

SERIATION

AGE GROUP: 4-5 years
Week: 6th week

I. Ordering of two weights

II. Ordering of two amounts

III. Ordering of four numbers

LANGUAGE INVOLVED

light/heavy/not light/not heavy/
part of/whole/piece of /whole/
some/all/

one/two/three/four/same/more/
less/

SUGGESTED ACTIVITIES:

a. In two identical containers, for example: coffee cans or shoe boxes, put two amounts of the same material, so that the weights will be very different. Use words light/heavy, not light/not heavy, to describe the weights of the materials. The teacher may hold the light one first and say this can is light, and then pass it to the children. Repeat the same thing with the heavy can. Question the child as he holds the can to make sure he uses the word light. Then substitute other sets of materials into the cans, not allowing the children to see how much or what is in the can. Weight applies to substances that vary in amount and also vary in basic material.

b. In a second presentation of activity "a", again describe the things as different in light/heavy weights. Second, let the children see the difference in amounts and point out that the heavy one has more and the light one has less, when they are the same material.

c. In the block area or the outside play area, use the words heavy and light to describe the amounts they carry in their wagons or in their arms. Introduce "mail bags"--these can be potato sacks or any heavy sack of paper or plastic. The teacher can be the distributor, giving children heavy/light loads of newspapers to carry and to put into 10 oz. juice cans that have been called mail boxes. Two or three children may carry at one time and the teacher should ask the carriers and the children watching to say if the bag is light/heavy.

d. Introduce a similar activity with grocery boys and girls carrying out grocery bags and boxes from play store. You may use real canned goods or you may put sand or other weight into emptied containers such as plastic bottles.

e. At snack time or juice time, use the words part of, piece of, whole. For example: "You have a piece of orange." Then show the children another orange cut into pieces that fit together to make a whole. Another way to do this activity is to cut an apple into pieces while the children watch and ask each child what you gave him. "Did I give you a whole apple?" Answer: no. "Did I give you a piece of an apple?" Answer: yes. "What do you have?" I have a piece of apple.

f. Repeat the above activity using cupcakes, sandwiches, and many other foods.

g. At the puzzle table use the words some/all/part of/piece of/whole. "I see you have some of the puzzle done. How much do you have done?" Answer: Some of the puzzle.

h. In familiar activities such as passing out papers, encourage the children to tell what will happen. "Will I give all of the crayons to Bill?" Answer: No, not all of the crayons--I will give some of the crayons to Bill.

i. Use the story of the "Three Bears" to point out that Goldilocks ate all of the porridge from the baby bear's dish. She ate only some from the other dishes.

j. Include words some, all in other picture book stories. For example: have the children name all of the animals they see. Then ask, "Did we name all of the animals in the picture?" "Joe, name part of the animals we see."

k. In routine activities use the words some/all. Have all of the children washed their hands? Let's see. (Then check the parts of the group and give the right answer.) Are all of the children in school today? (Look at the symbols on the roll call chart.)

l. Repeat number activities suggested the week before.

m. Introduce bead stringing or straw stringing with patterns of numbers--one blue bead, two red beads, three yellow, etc. Plastic straws cut into short lengths may be used.

CLASSIFICATION	AGE GROUP: 4-5 years Week: 6th week
I. Relational A. Name and identify closing devices on clothing B. Functions of devices C. Same because/or go together because	buttons/zippers/zipper teeth/ buttonhole/snap/hook/eye/ buckles/draw string/string/ elastic/close/open/closing/ opening/
II. Description A. Name and identify objects B. Language identifying differences C. Same or different	circle/triangle/rectangle/ corner/point/side/round/ how many_____/shape/ wood/plastic/metal/cardboard/ brick/cloth/paper/made of_____/ hand work/give rides/

Conceptual--tools versus vehicles

SUGGESTED ACTIVITIES:

a. When the children are dressing to go outside, call attention to the different kinds of closing devices they have on their clothing. Be sure to use the words same kind and the name for the specific kind.

b. Collect three or four different kinds of zippers to show a group of six children during a lesson time. Different kinds include: coat zippers, plastic zippers, metal zippers, pants zippers, placket zippers, and, of course, different colors. Words to use: zipper, zipper teeth, zipper pull, metal, plastic, and fit together. Allow the children to open and shut the zippers. Talk about why a zipper stops when thread gets caught in the teeth. These may be used zippers taken from old clothing.

c. A second lesson on zippers could include garments with zippers in, and matching the zipper to the same kind of garment. Color remains non essential so be sure to emphasize the important difference--for example: that coat zippers open at the bottom, that pants zippers close at the bottom and have big teeth.

d. For a table activity provide the children with large buttons, preferably one inch buttons, with either large eyes or large shanks. Other materials needed are loosely woven cloth, like burlap or some rayons, cut into squares about eight inches, and colored yarn and large needle, preferably plastic children's needles if available. Show the children how to fasten the thread into the cloth by taking two stitches on top of each other. Then help the child get started sewing his buttons on. Words to use include: button, button eye, sewing, in and out, again, and again, yarn or thread. Question the children to have them use the words also.

e. Following activity "d" you may like to repeat the sewing practice and introduce buttons. Children frequently like cloth bracelets or ankle bracelets. Use the same materials, but this time show the child how you measure his ankle for a loose fit and then mark the place for the button and for the button hole. You will probably need to cut the button hole.

Age group -

f. Review the words circle, triangle and rectangle with children. Use The Montessori material or appropriate puzzle materials. Also emphasize the differences in the three shapes; words to emphasize: in, corner, point, round, side, how many corners. Allow the children to handle the materials, feeling and seeing the differences.

g. Put the geometric shapes in the feely box, having other examples in view. Before the child can bring it out and see if he has named it correctly, he must tell why--for example: when the child says it is a circle, ask him, "Does it have a point? Does it have corners?" After watching one or two other children play the game, the child should be able to tell you why with very few questions.

h. Introduce objects that the children are to find the geometric shape. For example: plates, doll house furniture, blocks, toy truck, toy car. They may be able to find more than one shape on an object and this is okay. For example: a wagon has circles for wheels and a rectangle for the box of the wagon.

i. Cut pieces of cloth into the geometric shapes and in different sizes. The child may select the shapes he wants, if he can tell their name. The children may paste them on large, 12/18, sheets of paper.

k. Store the blocks according to shape, especially triangles and rectangles should be separate.

l. During the childrens' free play, point out what different materials are made of. Words to be used are listed on page 1.

INFANT BEHAVIOR GOALS
(one to three months)

AREA

A. Gross Motor Development

1. Lifts head when lying on stomach
2. Supports weight on arms when lying on stomach
3. Sits with support with head steady

B. Fine Motor Development

1. Holds toy placed in hand for a short time
2. Plays with his own hands over his face or chest

C. Visual Development

1. Looks at an object a longer length of time
2. Follows object held close to the face
3. Follows visually an adult moving around the room
4. Shifts gaze from one object to another

D. Language and Imitative Behavior

1. Makes sounds sometimes called cooing or babbling
2. Smiles when adult approaches, smiles or talks to the baby

A. Gross Motor Development

1. Lifts head when lying on stomach

Suggested Activities:

a. Lay infant on stomach on firm surface several minutes after changing diaper three or four times each day.

b. Hold infant in different ways--lay across shoulder, cradle in arms, sit in lap, and others.

2. Supports weight on arms when lying on stomach

Suggested Activities:

a. Lay infant on stomach for longer time. A firm surface is necessary.

b. Hold infant against yourself with your arm around his waist. It will be important to place the other hand behind his head.

3. Sits with support with head steady

Suggested Activities:

a. Carry infant in sitting position in corner of adults arm.

b. Sit the infant propped against pillows for short time. Watch him for signs of becoming tired.

B. Fine Motor Development

1. Holds toy placed in hand for a short time (about two months)

Suggested Activities:

a. Place toy in infants hands when awake two different times each day. Objects that could be used are: small rattle, plastic bracelet, and others that permit infants finger to go around them.

b. Place adults thumb in the infants hands and gently pull.

2. Plays with his own hands over his face or chest

Suggested Activities:

a. Place two adult fingers in the infants two hands and bring the hands over his chest or face so that he sees them.

b. Gently pat the infants hands together over his chest or face while singing to him "pat-a-cake".

c. Place two adult fingers in the infants arms and bring the infants arms in and out over his chest.

C. Visual Development

1. Looks at an object a longer length of time

Suggested Activities:

a. Place figured or patterned fabric within two feet of the infants face. Change this fabric each day.

b. Use of mobile over the infants crib, changing them also every few days.

c. Leaning over the crib and looking into the infants face, smile and talk to the infant.

d. Change the direction the infant lays in his crib so that he sees other sights when awake.

2. Follows object held close to the face

Suggested Activities:

a. Hold a toy about six inches above the infants eyes and move the toy slowly to one side of the infants head until you reach the pillow. Then move the toy in the other direction.

b. Place a mobile above the crib and swing it gently back and forth.

c. Move the toy further from the face as eye control increases.

3. Follows visually an adult moving around the room

Suggested activities:

a. Sit the baby in a supported position and then do other work in the near area, moving back and forth.

b. Move a mobile so that it swings. It could be hung several feet from the face.

c. Walk around the infants crib if possible.

4. Shifts gaze from one object to another

Suggested Activities:

a. With the infant in a sitting position, place two objects in front of him about 12 inches from his face. At first place the objects close to each other and later further apart.

b. Place two lengths of cloth side by side, gradually increasing the space between. Colored or patterned cloth are good.

c. Continue use of mobile with two objects hanging separately.

D. Language and Imitative Behavior

1. Makes sound sometimes called cooing or babbling when awake

Suggested Activities:

a. Talk to the infant when caring for him such as changing his diaper, feeding him, arranging his blanket.

b. Come to his crib when you hear him cooing or babbling. Pat him and smile at him, encouraging his sounds.

2. Smiles when adult approaches, smiles or talks to the baby

Suggested Activities:

a. Try to stop and talk to each infant several times a day. Use your voice to interest the infant, repeating sounds to him.

b. Care for the same infants each day if possible.

c. As above, come to crib when you hear him cooing or babbling to encourage his social behavior.

NAME OF INFANT _____

AGE IN MONTHS _____

METHOD FOR USING FORM: Each infant has a chart. Teacher selects goals from the list of goals for the age group. Write number of g under column. Example: Gross Motor 4-9, 1 activity done.

DATE	BATH	BM	KINDS OF SOLID FOODS	# OF BOTTLES	DATE	BATH	BM	KINDS OF SOLID FOODS	# OF BOTTLE

DATE	GROSS MOTOR	FINE MANIPULATIVE/ADAPTIVE	VISUAL	LANGUAGE/IMITATIVE

Week of February 23 thru February 27, 1970

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Breakfast	Hot cereal Fried eggs Bacon Biscuits Milk	Orange slices French toast Sausage Milk	Apple Jacks Scrambled eggs Bacon Butter toast Milk	Boiled eggs Sausage Biscuits Milk	Fried potatoes Bacon Butter toast Peaches Milk
Snack	Juice	Juice	Juice	Juice	Juice
Lunch	Chili & crackers Carrot & celery sticks Apple crisp with ice cream Milk	Chicken sandwich Boiled potatoes Creamed gravy Garbanso salad Peaches Milk	Meat patties Spanish cabbage Dill pickles Biscuits Jello Milk	Cabbage rolls Baked potatoes Carrot & celery sticks Bread & butter Pudding Milk	Fish sticks Potato salad Tartar sauce Bread & butter Pudding Milk
Snack	Peanut butter sandwiches Juice	Cookies Juice	Cookies Nestle's Quik	Brownies Juice	Ice cream

Information Sheet **TEACHER TRAINING MATERIAL FOR TODDLERS**

TODDLER TEACHING STRATEGY NAMING
20-36 mo.

1. GET CHILD'S ATTENTION ON OBJECT.

   You might accomplish this by:
   - a. Removing distractions
   - b. Approaching the child when he's not occupied
   - c. Use interesting objects or present them interestingly
   - d. Use an observer child for a shy child
   - e. Unwrapping an object slowly, or taking from a purse, or surprise packages help to develop interest

2. TEACHER TALKS ABOUT THE OBJECT. NAMING IT FREQUENTLY.

   Here you might use conversation with action such as, "I can roll the ball. We can roll the ball."

3. TEACHER GETS THE CHILD TO REPEART NAME.

   One technique for doing this is to say and then ask..."This is a ball. Say...ball?"

4. TEACHER GETS THE CHILD TO DO SOMETHING TO THE NAMED OBJECT.

   Rolling the ball, hiding the ball, or putting it in a box or pan are possibilities. If the child doesn't respond, demonstrate or help him to do the action.

5. GET THE CHILD TO NAME THE OBJECT AS YOU DO SOMETHING TO IT.

   You might say, "What is this? What do you call this? Tell_____what this is. Can you tell me what it is?"

Often a chart or sign on the wall will help to give the teacher cues to what she might say. For the above teaching strategy the following statements on a chart would be helpful.

1. Adult gets child's attention.
2. Adult names object.
3. Get child to repeat name.
4. Get child to act with object.
5. Get child to call object by name.

Lesson Plan Sheet

TODDLER TEACHING STRATEGY, NAMING

20 - 36 mos.

1 HOW WILL YOU GET CHILD'S ATTENTION ON THE OBJECT?

2 HOW CAN YOU TALK ABOUT THE OBJECT USING NAME FREQUENTLY?

3 HOW WILL YOU GET THE CHILD TO REPEAT IT?

4. WHAT WILL YOU DO TO GET THE CHILD TO DO SOMETHING TO THE OBJECT?

5. WHAT QUESTIONS CAN YOU ASK THAT WILL GET THE CHILD TO NAME THE OBJECT?

TRAINEE OBSERVATION SHEET

Toddler Teaching Strategy, Naming

20 - 36 mos.

NAME_____ CENTER_____

Planning Sheet_____

Materials Used_____

_____

1 Method for getting child's attention.

2. Talk about object, naming frequently.
   Examples:

3 Gets child to repeat name of object.

4. Gets child to do something with named object.
   Child does:

5. Get child to name object as teacher manipulates it.

6 Lesson strengths
   1.
   2.

7. Lesson Weaknesses
   1.
   2.

ADDITIONAL COMMENTS:

TEACHER TRAINING UNIT 3

INDIVIDUALIZED TRAINING
Concept: Seriation terms of dimension
Activity: Getting out of putting away materials

PLANNING GUIDE FOR LESSON TO BE OBSERVED BY TEACHER-TRAINER

TEACHING BEHAVIORS:

1. Use precise terms of dimension
2. Request action from child that requires him to match, sort, or arrange objects in order on the basis of dimension
3. Request language from child that requires him to use dimension terms

---

PROCEDURE:

1. From the seriation concepts chart select the dimension terms you will use:

   Category (size, length...) _____

   Comparative terms: _____ _____ _____

   Select the level of understanding you will be seeking:

   Action level _____

   Verbal level _____

2. Plan what you will do or say to give the child information as you talk and work with him:

   How you will call his attention to dimensions of objects: _____

   Conversational comments using dimension terms: _____

   Ways you can demonstrate differences by actions (grouping, comparing, arranging, examining...) _____

3. Plan how you will check the child's understanding.

   Action level

   What directions can you give, or questions can you ask, to check the child's ability to demonstrate his understanding by performing some action? _____

   Verbal Level

   What questions can you ask to get the child to use terms of dimension to describe and compare objects? _____

TEACHER TRAINING UNIT ON SERIATION

PLANNING GUIDE FOR ORGANIZATION FOR
INDIVIDUALIZED TEACHING OF SERIATION CONCEPTS

To be used cooperatively with trainer and lead teacher or lead teacher and trainees.

1a. List below the kinds of equipment and materials we already have that can be used to teach seriation.

b. What can we improvise that will help teach seriation?

2. How can we use it? How can the children use it?

Teachers	Children

3. Do we have open storage? If not, how can we improvise some?

4. How can we provide indicators or clues to the children about where things go?

OBSERVATION SHEET

Individualized Teaching of Seriation Concepts

1. Use precise terms of dimension: (Note these below)

generic terms (length, width, size) _____

_____

descriptive terms (long, short, wider, narrower) ____

_____

2a. Note things teacher did to get children's attention:

_____ developed anticipation Comments: _____

_____ complimentary comments _____

_____ asking for help _____

_____ changing the pace _____

_____ teacher monolog _____

b. Did teacher give background information before questioning? Yes ___ No ___

Comments: _____

c. Who handled materials? Teacher _____ Child _____

Comments: _____

3a. What action was the child asked to take?

_____ making comparison

_____ sorting

_____ "see if it will.." (stand, fall, balance, etc.)

_____ make a choice Comments: _____

_____ find the biggest _____

b. Note beginning parts of questions that verbal response

_____ tell me Others: _____

_____ how can you tell _____

4. Was the activity using a non-structured part of the day? Yes ___ No ___

When? _____